DOCUMENT RESUME

ED 148 508 RC 010 157

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TITLE Evaluation of the Fredonia Outreach Program.
INSTITUTION State Univ. of New York, Fredonia. Coll. at Fredonia. Teacher Education Research Center.
PUB DATE Aug 75
NOTE 77p.

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS Community Involvement; Elementary Secondary Education; Individual Development; *Learning Experience; *Migrant Education; Motivation Techniques; *Outreach Programs; Parent Participation; *Program Attitudes; *Program Evaluation; Remedial Reading Programs; Student Attitudes; Teaching Techniques; *Tutorial Programs
IDENTIFIERS *New York (Fredonia)

ABSTRACT

Purpose of the program was to provide each migrant child the educational treatment that would be most effective in developing his potential. Consisting of a reading component which provided remedial reading instruction using tutors, and the LEAD (Learn, Experience, and Develop) component which involved parents and the community in bringing about changes in child attitude, motivation, and behavior, the program involved 17 school districts with 390 migrant children in grades K-12. Sixty migrant and non-migrant children participated in the LEAD program. The reading program was evaluated using interviews and field observations to obtain data on congruence testing; student-staff interactions; and perceptions of tutors, teachers, and students. Both pre- and posttest scores on the independent and instructional subtests of the Spache Diagnostic Reading Scales were obtained for 160 of the 390 children. The LEAD component was evaluated using pre- and posttest data collected on 43 students for reading, 49 students for self assessment, 48 students for school sentiment, and 43 students for self concept. Findings indicated that both programs were strongly supported by all involved. The most common problem in the reading component was the lack of communication between tutors and teachers on a regular basis. Data from the LEAD component showed that the children evidenced significant growth on measures of motivation, attitude toward school, and self concept. (NQ)

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# EVALUATION OF THE FREDONIA OUTREACH PROGRAM

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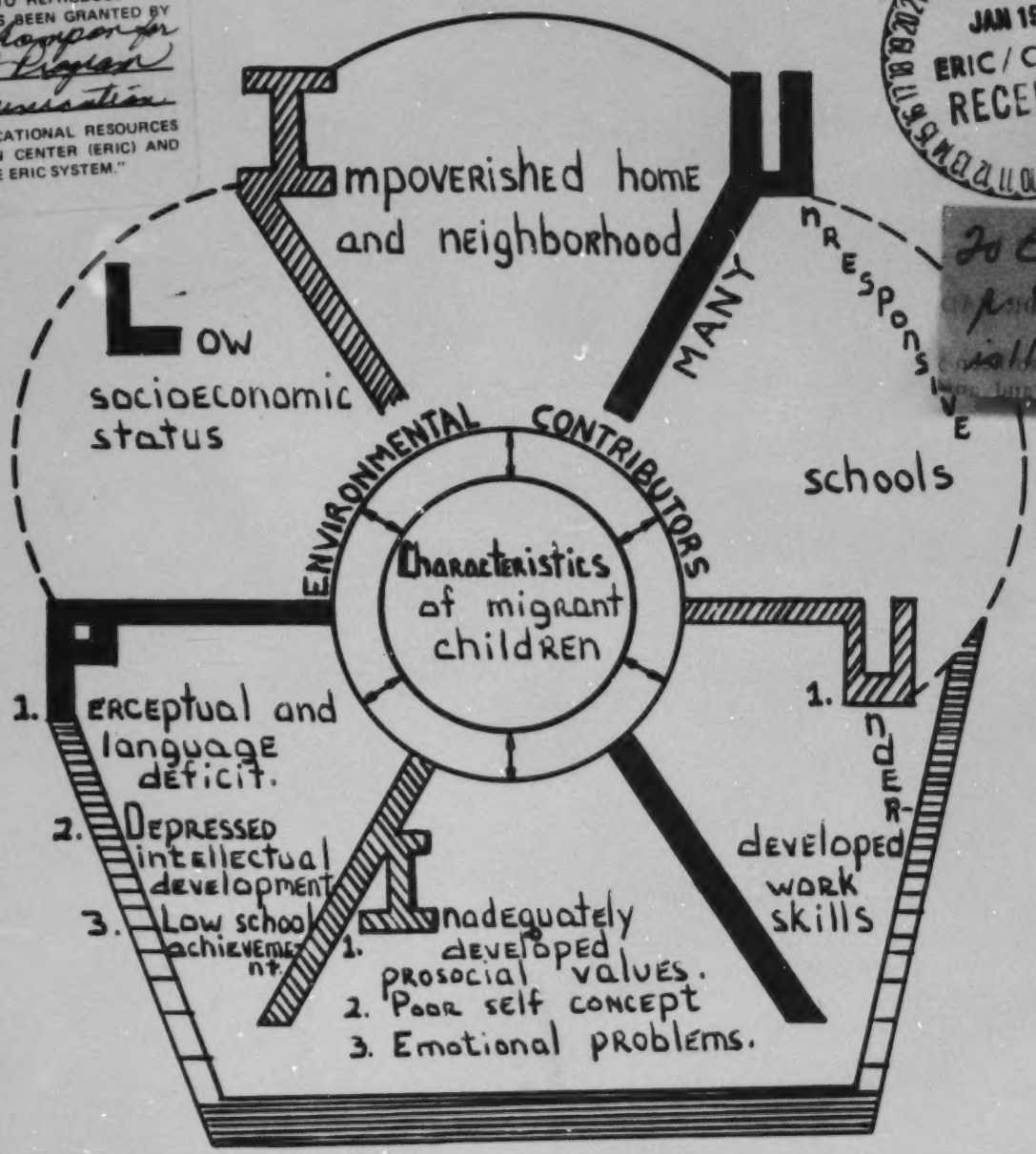


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STATE UNIVERSITY COLLEGE
FREDONIA, NEW YORK

# EVALUATION OF THE FREDONIA OUTREACH PROGRAM

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August, 1975

Part A

Fredonia Migrant Tutorial Reading Program

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## Foreword

This evaluation study is the first evaluation utilizing this particular model that has been done on the Fredonia Migrant Program. Since the Fredonia Program was the first of its kind in New York State it seems proper that it should be the first one to take an in-depth look at itself. Hopefully, as a result of this study the model can be adapted for the evaluation for the other tutorial programs across the state in setting up their evaluation procedures and eventually nationally.

A very important factor which contributed to the success of this study was the cooperation between two segments of the college and individual public schools. The participating schools are listed in this report, but it should be noted that the principals, teachers, and students within each of these schools gave willingly of their time and facilities to make all the information available.

In conclusion, it should be pointed out that without the dedicated effort of the staff of the Teacher Education Research Center, this evaluation would not have been possible.

Dr. James F. Symula
Director
Fredonia Migrant Program

## Participating Schools

Brocton Elementary School
Brocton, New York 14716

Dunkirk Senior High School
Dunkirk, New York 14048

Dunkirk Junior High School
Dunkirk, New York 14048

Dunkirk Public School #3
Dunkirk, New York 14048

Dunkirk Public School #4
Dunkirk, New York 14048

Dunkirk Public School #5
Dunkirk, New York 14048

Dunkirk Public School #6
Dunkirk, New York 14048

Dunkirk Public School #7
Dunkirk, New York 14048

Forestville Elementary School
Forestville, New York 14048

Fredonia Intermediate School
Fredonia, New York 14063

Eagle Street School
Fredonia, New York 14063

Gowanda Senior High School
Gowanda, New York 14070

Gowanda Elementary School
Gowanda, New York 14070

Holy Trinity R.C. School
Dunkirk, New York 14048

Brant #1 Elementary School
Angola, New York 14006

Farnham Elementary School
Farnham, New York 14061

John T. Waugh Junior High School
Angola, New York 14006

Hoag Elementary School
Angola, New York 14006

Anthony Schmidt Elementary School
Angola, New York 14006

Mayville Elementary School
Mayville, New York 14757

North Collins Senior High School
North Collins, New York 14111

North Collins Elementary School
North Collins, New York 14111

Ripley High School
Ripley, New York 14775

Ripley Elementary School
Ripley, New York 14775

St. Mary's R.C. School
Dunkirk, New York 14048

Babcock School
Silver Creek, New York 14136

Main Street School
Silver Creek, New York 14136

Silver Creek Junior-Senior High School
Silver Creek, New York 14136

Westfield Academy and Central School
Westfield, New York 14787

## EVALUATION OF THE FREDONIA OUTREACH PROGRAM

This evaluation report describes the design, installation, process, perceptions, and product outcomes of the Reading and the LEAD components of the Fredonia Outreach Program. Part A of the report deals with the Reading component, whereas the LEAD component is described in detail in Part B. The reader will find in this report some very effective steps in program planning and implementation. For example, the program was specifically delimited to migrant children within a specified geographic region. The specific goals of the two components of the program were clearly delineated with evaluation procedures and schedules for gathering data built into the program. The project director and the project staff had given themselves sufficient time to "work out" many of the problems inherent in any program.

Results of the data indicate that the program was successful in achieving its stated aims. Of course, the durability of the results can be measured only in a follow-up study.

### Rationale

One of the major concerns of educators is the problem of "educationally disadvantaged" children and their inability to achieve academic success. These children come more frequently from families who are poor, black, or who live in inner-cities. In New York State, children of families of migratory seasonal farmworkers also live in conditions that contribute to educational disadvantage. According to Kleinert (1969), the migrant child learns as soon as he begins school that:

> He is one of a disliked minority, disliked by ones whose views are by far the most important to him - the other children.... He is quickly categorized as a migrant; he learns where he stands in the unique caste system rigorously observed by children. Except for migrant children, every child learns to cope with the caste system

> of his peers. He learns that there is mobility in this system, that yesterday's clown can be tomorrow's hero. The migrant child does not have this chance. When in school he confronts the rest of the world for the first time.
>
> We have here, then, a situation which should present a challenge to the educational system in the migrant area, an opportunity for it to penetrate these deep and early sensitivities of children and throw light upon them. Whatever essential human values are associated with them can be reexamined and perhaps reordered. Unfortunately, the school finds itself hampered by the attitudes of the adults of the community, by the number of children each teacher must work with, and, most critically, by the limitations of its teachers' own backgrounds. So the greatest single effect the school could have is lost - the first year it deals with them. It cannot make them feel wanted; therefore it cannot educate them. (Kleinert, 1969, p. 92).

In addition to poor self concepts, migrant children's impoverished environment produces inadequately developed prosocial values, and many emotional problems.

In the cognitive domain, the characteristics of migrant children related to education are perceptual and language deficit, depressed intellectual development as measured by IQ tests, and low achievement in school. These discouraging effects of impoverished environment have been thoroughly investigated by Bernstein (1961), Hunt (1961), Bloom (1964), and Deutsch (1968).

Deutsch (1968) found that children living in slums do not get opportunities to develop the auditory and visual discriminations needed for success in language arts, reading, and other school work. Bernstein (1961), after an extensive analysis of the language of disadvantaged children, found the following characteristics:

1. Short, grammatically simple, often unfinished sentences with a poor syntactical form stressing the active voice.
2. Simple and repetitive use of conjunctions (so, then, because).
3. Little use of subordinate clauses to break down the initial categories of the dominant subject.
4. Inability to hold a formal subject through a speech sequence; thus a dislocated informational content is facilitated.
5. Rigid and limited use of adjectives and adverbs.
6. Infrequent use of impersonal pronouns as subjects of conditional clauses.
7. Frequent use of statements where the reason and conclusion are confounded to produce a categoric statement.
8. A large number of statements and phrases which signal a requirement for the previous speech sequence to be reinforced: "Wouldn't it? You see? You know?" etc. This process is termed "sympathetic circularity."
9. Individual selection from a group of idiomatic phrases or sentences will frequently occur.
10. The individual qualification is in the sentence organization. It is a language of implicit meaning.

That impoverished environment during infancy and early childhood retards the development of the individual has been documented by Hunt (1961) and Bloom (1964). Bloom estimated that 50 percent of mature intelligence is achieved by age 4 and that a deprived and an abundant environment can result in differences in intelligence scores of at least 10 IQ points until age 4 and 20 IQ points by the age of 17 years.

These findings suggest that, "It might be feasible to discover ways to govern the environments, especially during the early years of their development, to achieve a substantially faster rate of intellectual development and a substantially higher level of intellectual capacity." (Hunt, 1961, p. 363).

## The Program Design

I. General Objective.

In view of the above findings, it was not difficult to formulate the objectives of the Fredonia Outreach Program. The general purpose of the program was to provide for each migrant child the educational treatment that will be most effective in developing the child's potential.

II. Specific Objectives.

As a direct result of the Fredonia Outreach Program, it was expected that the migrant students would have the following skills:

1. Ability to speak clearly with all speakers of English.
2. Ability to read standard English.
3. Ability to write standard English.
4. Increased self-confidence.
5. Increased enthusiasm for participation and achievement in the classroom.

6. Increased willingness to communicate with speakers of standard English.
7. Increased awareness of the importance of standard spoken English in appropriate situations.
8. Ability to imitate different patterns of standard English.
9. Ability to hear and distinguish between standard English and non-standard dialects.
10. Increased motivation for learning.
11. Increased favorable attitudes toward school.

While the reading component of the program sought to achieve the above objectives by providing remedial reading instruction using the tutorial approach, the LEAD component involved parents and community in bringing about changes in child attitude, motivation, and behavior.

III. Students.

There are a large number of migrant children of school age in New York State. According to the definitions developed by the Bureau of Migrant Education, the migrant child can be:

1. Interstate Migrant. A child who has moved with a parent or guardian within the past year across State boundaries in order that a parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities.
2. Intrastate Migrant. A child who has moved with a parent or guardian within the past year across school district boundaries within a State in order that a parent, guardian or member of his immediate family might secure

temporary or seasonal employment in agriculture or in related food processing activities.

Using the above definitions and in close contact with census takers in Chautauqua, Cattaraugus, and southern Erie Counties, children who qualified under the migrant guidelines were identified and approval of school administrators of school districts in which these children were enrolled was sought for participation in the program. The parents of these children were also contacted and the Fredonia program was explained to them. If the parents wished their children to participate, they were asked to sign an enrollment authorization form. The program was instituted in 17 school districts with 390 migrant children. Thus, the children involved in the program, though far from a homogeneous group, have in common many observable characteristics that were taken into consideration when planning instructional activities:

1. All students are migrant children.
2. A majority of them at the time of entering the program could not speak standard English.
3. All of them came from homes in which standard English is neither spoken nor encouraged.
4. A majority of them felt that they would be ridiculed if they used standard English in their community.
5. A majority of them were low in self concept, motivation for learning, and attitude toward school.

IV. Staff

A. Tutors. The most important persons in the program are the individual tutors, who were selected on the basis of interviews with the program staff, and the only educational background that was required was a high school diploma. As a result, the tutors come from all walks of life and have a myriad of educational backgrounds. The important point is that a college education was not a pre-requisite for becoming a tutor in this program. The major criterion for the selection of tutors was that they should be enthusiastic, genuinely love kids, and convey a lack of prejudice toward migrant children.

B. Field Coordinator. Tutors look to the field coordinator to provide the day-to-day support for the program, setting up the initial schedules for the tutors, supervising their reading prescriptions, and maintaining good public relations between the school and the program. The person selected was to possess a thorough background in reading and a working knowledge of the public school operation both at the classroom level and at the administrative levels. A public school teacher with a great deal of experience in the classroom was hired as a field coordinator. Specifically, the field coordinator was to be responsible for the following:

1. Set up schedules for tutors in the individual school system.
2. Gather necessary materials for tutors in the field.

3. Supervise tutors in the field.
4. Keep appropriate records for tutors in the program.
5. Coordinate transfer record system when necessary.
6. Gather evaluation data.
7. Compile evaluation data.
8. Assist the project director in curriculum development.

C. Project Director. The responsibilities of the project director were the following:

1. Supervise budget.
2. Supervise tutors in the field.
3. Set up and organize training programs for tutors.
4. Recruit, interview and hire tutors and substitutes for the program.
5. Set up, organize and coordinate future Outreach Programs for adults.
6. Act as a resource person and/or consultant for other regional operations across the State.
7. Compile evaluation data.
8. Coordinate total program of the Bureau of Migrant Education.

E. LEAD Program Coordinator. The coordinator of the LEAD Program was responsible for the following:

1. Coordination of fiscal resources.
2. Planning and implementation of all phases of the program.
3. Selection and supervision of LEAD staff.
4. Maintain liaison with school administration, Board of Education, community, and the Fredonia Outreach Program.
5. Work directly with parents in individual and group sessions.
6. Act as a resource person for staff, parents and children.
7. Explore possibilities for further program development.
8. Collect and disseminate evaluation data for all phases of the program.
9. Provide any special training required for the LEAD Program staff.

F. LEAD Instructor. The instructor in the LEAD Program was responsible for the following:

1. Organize activities to achieve project objectives.
2. Instruct small groups of children in the various activities.

3. Make home visits and represent the Fredonia Outreach Program to the community.
4. Work with the coordinator in collecting and disseminating evaluation data.

G. LEAD Language Instructor. The person in this position was responsible for the following:

1. Arrange pre-school activities.
2. Establish sequential program of language development and reading readiness for all children who need it.
3. Coordinate all reading activities involving the reading tutors.
4. Work with the LEAD coordinator in collecting and disseminating evaluation information.

H. The LEAD staff also included two reading tutors, one arts and crafts tutor, one clerk-typist, and special parent tutors.

V. Activities

A. Training of Tutors. Tutors of migrant children in the Tutorial Program were provided staff development experiences to enable them to: (1) determine the instructional reading level of individual migrant children through the use of the Spache Diagnostic Scale (Spache, 1972); (2) determine the independent reading level of individual migrant children through the use of the Spache Diagnostic Scale; (3) assess the needs of individual migrant children in the area of reading through the use of the Random House Criterion Reading Program (Hackett, 1971); (4) prescribe and teach to the needs of

each individual with whom the tutor is working; (5) work with each migrant child in the areas of phonetic principles, structural analysis, vocabulary development, concept development, directions following, comprehension skills, location skills, independent reading, and word study skills; and (6) evaluate the effectiveness of the materials and program.

Training of these tutors was done by a team of teachers who were participants in the summer workshop. The training period was approximately two weeks in length and it was an adaptation of the training program presented by the team from Broward County, Florida. The training sessions took place at night and following the successful completion of this training, the tutors were placed in the various cluster schools. Detailed tutoring training activities are described in Appendix A.

The staff in the LEAD component at Ripley also received staff development experiences. Specifically, these experiences enabled the staff to: (1) conduct field trips; (2) develop activities which were learned by older students who, in turn performed these activities for younger children; (3) involve young children in making things and the focus was on productive thinking; and (4) to evaluate the effectiveness of the program.

B. The Process. A typical tutorial session consisted of the following steps: (1) the tutor, based on the knowledge of individual migrant children, came prepared to help the child in particular reading skill(s) and to accomplish related instructional objective(s); (2) the tutor tested the child to determine the instructional and

independent reading levels through the use of the Spache Diagnostic Scale; (3) the tutor used the Random House Criterion Reading materials to determine process skills related to the diagnostic outcome skill; (4) the tutor provided instruction and curriculum materials appropriate to the child's needs; (5) the tutor evaluated the tutorial interaction; (6) the migrant child continued receiving tutorial assistance to his need if the child was found to be not capable of performing the tasks related to the particular skill; (7) the tutor moved the child to the next skill if the tasks related to the previous skill were successfully completed by the child; and (8) the tutor completed the evaluation of the tutorial session.

In case there were more than one child in a particular tutorial session, the tutor came prepared with various kinds of materials and demonstration techniques (see Appendix B). This helped the tutor to provide individual attention to one child while the other child was independently involved with relevant materials. Each tutorial session was between 30 minutes to 45 minutes.

In the LEAD component of the program, children met each Tuesday and Thursday after school until 6:00 P.M. and on Saturdays from 9:00 A.M. to 3:45 P.M. A typical day covered a variety of experiences such as dramatics to help language development, structured science activities to help children identify local plant and animal life, arts and crafts activities, color photography, cross grade tutoring, and field trips. These activities can be grouped into three categories: Field trips, in-class learning and parent-community involvement.

## Evaluation

Evaluation is a complex activity; many attempts have been made to define it at an abstract, verbal level. Many evaluation models have been proposed. Provus' model of evaluation was used to assess the effectiveness of the Fredonia Outreach Program. Having defined the program design and standard in the preceding pages, the next step was to collect information about the program's installation through field observations. If any discrepancy is found between design and performance, it will be provided to the program staff to redefine the program or change installation procedures. It is the contention of the writers of this report that the comparison of observed aspects of the program in the field with the design is a very essential part of any evaluation program. Without this comparison, an evaluator might be assessing "non-events" (Charters and Jones, 1973, pp. 5-7).

I. Congruence Testing.

For congruence testing, the program staff was interviewed and observed in the field. It was found that the input elements consisting of student and staff performance measures, process variables such as student and staff activities, and output variables such as goals of the program did not differ from what was stated in the program design. For example, the major purpose of the program, according to the staff interview, was to help children in reading and to develop their self image; the staff had received training in tutoring; and the staff had been made familiar with the materials. The interview data clearly indicated that the program was being

installed in accordance with the design. At this stage the evaluation staff sought to collect information about student-staff interactions. A checklist (Table 1) was developed to observe the tutorial interaction.

Table 1

Systematic Observation of Tutorial Interaction

Tutor's Name_____ Observer's Name_____

School _____ Date _____

Teacher's Name _____ Tutee's Name _____

DIRECTIONS: This checklist has been developed to observe the following categories of behavior of tutors. Every effort has been made to specify the categories behaviorally. It is suggested that you should go through this checklist carefully. It will increase the reliability and objectivity of observations. You are asked to mark the occurrence or non-occurrence of the particular category of behavior during observation. Use P or N to indicate the occurrence or the non-occurrence.

Part A.

| | | |
|---|---|---|
| 1. Tutor has Criterion Group Record Booklet. | P | N |
| 2. Each tutee has Pupil Profile Booklet. | P | N |
| 3. Spache Diagnostic Reading Skill test has been administered to determine grade equivalent. | P | N |
| 4. Tutor has identified the level on Criterion Reading System. | P | N |
| 5. Administers Pre-test (called Diagnostic Outcome Skills) to assess mastery. | P | N |
| 6. Administers process skills, if outcome skill is not mastered, to break down each skill into process skills. | P | N |
| 7. Administers posttest (called Learning Evaluation) to see that the child has mastered the skills. | P | N |
| 8. Uses lesson plan. | P | N |
| 9. Has a lesson plan but does not use it. | P | N |

10. Completes evaluations. P N

Comment: _____

_____

_____

11. Structured Organization. P N

12. Develops games and materials for use in tutorial sessions. P N

13. Displays samples of tutees' work, posters, charts, etc. P N

14. If the tutor is working with more than one tutee the tutor arranges independent activity for one child while working with the other. P N

15. Praises the tutee for accomplishment and efforts. P N

16. Communicates with the teacher(s) of the tutee. P N

17. Utilizes the feedback given by the teacher(s). P N

18. Works with tutee on:

| | | |
|---|---|---|
| a. homework | P | N |
| b. oral reading | P | N |
| c. silent reading | P | N |
| d. skill game | P | N |
| e. use of charts | P | N |
| f. use of language master | P | N |
| g. use of records | P | N |
| h. worked on skills | P | N |
| i. book discussion | P | N |
| j. identified words/objects | P | N |
| k. used criterion test book | P | N |
| l. spelling drill | P | N |
| m. cutting pictures | P | N |
| n. discussing family activities | P | N |
| o. story writing | P | N |
| p. project work | P | N |
| q. questioning skills | P | N |
| r. blackboard work | P | N |
| s. level 4 process materials | P | N |
| t. number sheet | P | N |

Twenty tutors were independently observed by two of the writers. Results are given in Table 2.

Table 2

| | Presence | Absence |
|---|---|---|
| 1. Tutor has Criterion Group Record Booklet. | 14 | 6 |
| 2. Each tutee has Pupil Profile Booklet. | 19 | 1 |
| 3. Spache Diagnostic Reading Skill test has been administered to determine grade equivalent. | 19 | 1 |
| 4. Tutor has identified the level on Criterion Reading System. | 19 | 1 |
| 5. Administers Pre-test (called Diagnostic Outcome Skills) to assess mastery. | 18 | 2 |
| 6. Administers process skills, if outcome skill is not mastered, to break down each skill into process skills. | 18 | 2 |
| 7. Administers posttest (called Learning Evaluation) to see that the child has mastered the skills. | 19 | 1 |
| 8. Uses lesson plan. | 16 | 4 |
| 9. Has a lesson plan but does not use it. | - | 16 |
| 10. Completes evaluations. | 20 | 0 |
| 11. Structured Organization. | 19 | 1 |
| 12. Develops games and materials for use in tutorial sessions. | 18 | 2 |
| 13. Displays samples of tutees' work, posters, charts, etc. | 17 | 3 |
| 14. If the tutor is working with more than one tutee the tutor arranges independent activity for one child while working with the other. | 5 | 0 |
| 15. Praises the tutee for accomplishment and efforts. | 16 | 4 |
| 16. Communicates with the teacher(s) of the tutee. | 14 | 6 |

| | Presence | Absence |
|---|---|---|
| 17. Utilizes the feedback given by the teacher(s). | 15 | 5 |

18. Works with tutee on

| | |
|---|---|
| a. homework | = 9 |
| b. oral reading | = 24 |
| c. silent reading | = 7 |
| d. skill game | = 20 |
| e. use of charts | = 10 |
| f. use of language master | = 2 |
| g. use of records | = 8 |
| h. worked on skills | = 2 |
| i. book discussion | = 1 |
| j. identified words/objects | = 3 |
| k. used criterion test book | = 1 |
| l. spelling drill | = 2 |
| m. cutting pictures | = 2 |
| n. discussing family activities | = 1 |
| o. story writing | = 1 |
| p. project work | = 1 |
| q. questioning skills | = 1 |
| r. blackboard work | = 2 |
| s. level 4 process materials | = 1 |
| t. number sheet | = 1 |

From field observations, it is noted that 60% of the tutors worked with one child at a time and 40% had more than one child in the tutorial session. On the whole, the program was found to be congruent to the design. However, there were some procedural breakdown points: Six tutors were not using Criterion Group Record Booklet; two tutors did not use pre-tests; four tutors were not using lesson plans; feedback from the teacher was not being used by five tutors; six tutors expressed lack of communication with teacher(s) of migrant children; and four tutors were found to be not praising children for their accomplishments and efforts.

Why does this discrepancy exist between the program design and installation? After talking with the tutors, it was found that the tutors were not using Criterion Group Record Booklet because they felt it to be duplication of work; two tutors did not use pre-tests. They felt that they knew their students' entering behavior and that that knowledge was sufficient enough to prescribe day-to-day tutorial help; similarly, four tutors felt that the time spent on writing lesson plans could be utilized for developing materials and activities. As such, they had stopped writing lesson plans; five tutors told us that they were not getting immediate and corrective feedback from teachers. As they felt the feedback to be either irrelevant or delayed, they stopped seeking feedback; of all the discrepancies, perhaps lack of communication between the tutor and the teacher needed immediate attention of the program staff.

After receiving this information about the actual program implementation, the project director and the project coordinator had individual conferences with the tutors involved. The purpose of these conferences was to look at a number of alternative courses of action which were the best for a particular individual. Further staff development experiences were provided to approximate the installation and the process to the design of the program.

II. Perceptions Assessment.

Perceptions create expectations among participants and profoundly affect their attitudes, since attitudes depend upon the extent to which experiences meet expectations. If experience falls short of expectations, unfavorable attitudes may occur. On the other hand, if experience is better than expectations, favorable attitudes

usually occur. Therefore, assessment of perceptions of tutors, migrant children, and teachers was considered to be an essential part of the evaluation of the tutorial program.

A. Tutors Perceptions. For this purpose tutors, migrant children, and teachers were individually interviewed. The responses of the tutors and their suggestions, if any, for improving the program are given below:

1. Wonderful program. It would be better if the teacher and the tutor had set aside specific time to talk.
2. Staff development experiences and materials are very useful. New tutors should be asked to observe tutoring sessions before actually tutoring young children.
3. One-to-one is better than 2 or 3 in a session. I would like more help in developing materials which interest older students. Older boys are difficult to interest in tutoring sessions.
4. I like the program very much. I supplement Random House Criterion materials by using Linguistics Approach to Reading.
5. The program is very well planned. Can we have more communication with other tutors working with older children?
6. Older students are harder to interest. Don't get to talk to Junior High teacher.
7. The program is very effective for elementary grades. Need materials for secondary grades. Random House Criterion material is limited.
8. Extend the program to all children.
9. Provide more staff development experiences.
10. Physical facilities are not adequate. Communication with teachers is a problem.
11. It is a good program as is.
12. I need some supplementary materials. Criterion materials lack process skills for several levels.
13. Very much satisfied with the program.

14. Happy with the program.

15. I have no changes to recommend in the program as is.

16. More materials are needed.

17. Materials are inadequate.

18. Random House Criterion materials have many printing errors. Some words are not in child's vocabulary. Photos and drawings are not always clear.

19. Need more materials.

20. It is a very good program. Scheduling is a problem, sometimes.

B. Migrant Children's Perceptions. Many migrant children who were being tutored at the time of our visits were asked the following two questions:

1. Do you like coming to this session?

2. Do you like your tutor?

Responses to these questions were in the affirmative from all children but one. Children looked forward to the time when they would go to tutoring sessions. The child who did not respond to the above questions was new to the country and did not understand English. When the same questions were translated into Spanish, he smiled and indicated his pleasure in being involved in the program.

C. Teachers' Perceptions. Finally the perceptions of 22 teachers of migrant children toward the program were also assessed by asking the teachers the following questions:

1. Does the child enjoy the program?

2. Are you satisfied with the program?

3. Has student shown progress?

4. Do you have any suggestions for improving the program?

All the teachers felt that the children enjoyed the program and had shown progress. The teachers themselves were satisfied with the program. However, they made the following suggestions for improving the program:

1. Migrant program should be extended to other topics such as social studies, classroom related topics. Recommend scheduling a time to talk to tutors.
2. Communication between teacher and tutor should be improved.
3. Individual profile booklet is much better. I would eliminate group profile booklet.
4. Present interaction between teacher and tutor is brief. A list of available resources will help.
5. Communication has been more teacher to tutor than tutor to teacher. Also involve parents.
6. I will suggest that tutors work with teachers and relate tutorial work to classroom instruction. Some of the work is duplication as the school has a reading specialist.
7. Need bilingual teachers and bilingual materials.
8. Need Spanish speaking tutors. There is a communication breakdown many times.
9. No time to schedule a meeting with tutor.
10. More supplementary materials.
11. Teachers need to know more definitely what the tutor is doing with children. Time for communication is a problem.
12. I want these tutors back next year. They are doing a wonderful job.
13. We need time to communicate with tutors. They respond very well to the few things we are able to pass on. Wonderful and would be better if we could talk.
14. Need better communication.
15. Get materials from classrooms.
16. It has been a wonderful experience for Cindy and other children. Extend the program to all children.

The general attitudinal responses of tutors, children, and teachers toward the program appeared to be very favorable. Although favorable attitudes do not automatically become converted into goal attainment, they have value since they are associated with high performance goals, high level of satisfaction, and with less absence. The tenor of the three groups of participants indicated a high level of satisfaction with the program. Are these favorable attitudes converted into reading gains for migrant children? This question is examined in the following section.

III. Product.

It was found that the program treatment was being applied properly. The next phase of evaluation attempted to examine the program effects on migrant children with respect to reducing the need.

In all, 390 migrant children were served by the program. Table 3 gives the number of migrant children by grade levels.

Table 3

Number of Migrant Children Served by Grade Levels

| Grade | Number | Percent |
|---|---|---|
| K | 49 | 12.6 |
| 1 | 52 | 13.3 |
| 2 | 43 | 11.0 |
| 3 | 21 | 5.4 |
| 4 | 40 | 10.3 |
| 5 | 46 | 11.8 |
| 6 | 24 | 6.2 |
| 7 | 33 | 8.5 |
| 8 | 15 | 3.8 |
| 9 | 13 | 3.3 |
| 10 | 10 | 2.6 |
| 11 | 4 | 1.0 |
| 12 | 2 | 0.5 |
| Not classified by grade | 28 | 7.2 |
| Special | 10 | 2.6 |
| Total | 390 | 100.0 |

Both pre- and posttest scores on the independent and instructional subtests of the Spache Diagnostic Reading Scales were obtained for 160 of the 390 children served by the project. Migrants by definition move frequently and unexpectedly so posttesting of many children was not possible. For many migrants, English is a second language so testing with an English language test produced many scores below the 1.0 grade equivalent which was necessary for application of the Historical Regression Analysis (S.E.D., 1972). None of the kindergarten or first grade students were included in the data analysis because none were above the 1.0 required for Historical Regression Analysis. All children for whom data could be collected were included in the analysis.

For students who entered or left the program during the year, the appropriate month was used in calculating the predicted scores. Since there was so much variation in length of treatment and testing times, it was not possible to form homogeneous treatment time groups for analysis. The grouping was arbitrarily by component grade level so the analysis groups corresponded to the component codes 13, 14, and 15 as defined by the evaluation guidelines of the State Education Department. Both public and parochial students were included in the groups.

The t values reported in Tables 4 and 5 were calculated on the basis of differences between predicted and actual posttest scores using the algorithm for t tests of difference scores. The mean pretest, predicted and posttest scores are offered for your interpretation. The gains for both higher grade level groups (grades 4 - 12) are statistically significant at the 0.01 level on each subtest. On the primary level (grades 2 and 3) the mean gain was greater than predicted from post performance

but not statistically significant. Statistical significance tests depend on estimates of variation common to the test. On any given instrument, variation will be greatest at the extreme ends of the scale; thus statistical significance at the primary level should not be interpreted as lack of effectiveness of the program. It is possible that low scores may be due to insensitivity of instrumentation rather than program ineffectiveness. The fact that the primary group did gain more than predicted is educationally significant.

Table 4

Mean Scores on Independent Reading

and Obtained Value of t

| Grade | No. of Children | Pre | Predicted | Post | t |
|---|---|---|---|---|---|
| 2 and 3 | 27 | 2.71 | 3.61 | 3.75 | 0.72 |
| 4, 5, and 6 | 81 | 3.97 | 4.50 | 4.93 | 3.66* |
| 7 to 12 | 52 | 5.90 | 6.40 | 7.22 | 4.90* |

*Significant at .01 level.

Table 5

Mean Scores on Instructional Reading

and Obtained Values of t

| Grade | No. of Children | Pre | Predicted | Post | t |
|---|---|---|---|---|---|
| 2 and 3 | 27 | 2.70 | 3.49 | 3.70 | 1.22 |
| 4, 5 and 6 | 78 | 4.24 | 4.80 | 5.37 | 5.30* |
| 7 to 12 | 50 | 6.03 | 6.55 | 7.33 | 5.07* |

*Significant at .01 level.

Formerly migratory children who have remained in one area may differ in their response to treatment from current or true migrants. In order to examine this possibility, the subjects were classified as resettled or true and the analysis is reported in Tables 6 and 7.

Table 6

Mean Scores on Independent Reading and Obtained Value

of t by Classification of Migrant

| Classification | Grade | No. of Children | Pre | Predicted | Post | t |
|---|---|---|---|---|---|---|
| Resettled | 2 and 3 | 20 | 2.76 | 3.65 | 3.78 | 0.62 |
| True | 2 and 3 | 6 | 2.55 | 3.04 | 3.67 | 1.44 |
| Resettled | 4, 5 and 6 | 45 | 3.97 | 4.56 | 4.94 | 2.59** |
| True | 4, 5 and 6 | 29 | 4.17 | 4.62 | 5.04 | 2.24** |
| Resettled | 7 to 12 | 34 | 6.29 | 6.85 | 7.37 | 3.18* |
| True | 7 to 12 | 18 | 5.36 | 5.78 | 7.07 | 3.82* |

*Significant at .01 level

** Significant at .05 level

Table 7

Mean Scores on Instructional Reading and Obtained Value of t by Classification of Migrant

| Classification | Grade | No. of Children | Pre | Predicted | Post | t |
|---|---|---|---|---|---|---|
| Resettled | 2 and 3 | 20 | 2.78 | 3.66 | 3.81 | 0.70 |
| True | 2 and 3 | 7 | 2.50 | 3.01 | 3.40 | 1.22 |
| Resettled | 4, 5 and 6 | 45 | 4.16 | 4.78 | 5.28 | 3.79* |
| True | 4, 5 and 6 | 29 | 4.29 | 4.75 | 5.41 | 3.39* |
| Resettled | 7 to 12 | 34 | 6.42 | 6.99 | 7.44 | 2.85* |
| True | 7 to 12 | 18 | 5.26 | 5.66 | 7.13 | 5.90* |

*Significant at .01 level

The analysis doesnot indicate a difference between resettled and true.

## Discussion

The statements of tutors, migrant children, and teachers strongly supported the program. From this evidence, it also is clear that the tutors and teachers felt that they encountered some problems in implementing the program. Some of the problems reported were: difficulty in communication between tutors and teachers, non-availability of materials for older students, lack of opportunities to communicate with and observe other tutors, and inadequate physical facilities. Perhaps the most common problem was the lack of communication between tutors and teachers on a regular basis. It is our strong belief that to further improve the effectiveness of the program, there is a need for closer working relationships between teachers and tutors.

Every effort was made to encourage candor to avoid collecting "happiness data" through interviews. It was felt that these sources needed to be supplemented by student outcome measures on independent and instructional reading. From analysis of data on these two variables, it was found that the migrant children in grades 4 through 12 evidenced statistically significant growth on independent and instructional reading. The results for children in grades 2 and 3, though not found to be statistically significant, were in the positive direction.

With reference to interpretation of findings, we feel that a few words of caution are in order. Interpretation of the data by decision-makers was complicated by several factors that could not be controlled.

1. Calculating predicted scores for different periods in treatment time was required because children moved in and out of the program area during the year.
2. English language tests may yield spurious results when taken by children for whom English is a second language.
3. Use of the Historical Regression Analysis is based on the assumption that the grade-equivalent scale on the Spache has equal units across the range used. This assumption should be questioned.
4. An assumption basic to the t-test is that the score distributions are normal. This group would not fit the normal curve, thus this assumption should be questioned.

We observed that the mean gains have been greater than predicted thus we consider the program to have had an educationally significant effect on the students. Of course, the durability of the results can be measured only in a follow-up study.

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Appendix A

Tutor Training Activities

I. DAY 1: ORIENTATION

A. As people enter the room, trainers will hand out a manila folder containing one 5x8 blank index card and a medium size safety pin to everyone. Trainers will also attempt to welcome each individual into the program.

B. Program personnel will briefly introduce themselves.
   1. Program director will welcome tutors into the program, apprise them of their responsibilities within the training session, review their responsibilities within actual field experience, and briefly describe his role in the program.

   2. Field coordinator will describe his/her role in the program and will emphasize the importance of friendly rapport with children, teachers, and administrators within the public school systems.

   3. Trainers will briefly describe their experience backgrounds within the program, hand out a syllabus for the training period, and outline its major components.

C. Trainers will introduce a "warm-up game" designed to introduce tutors and personnel to each other on a more personal basis. (Individual recognition and friendly rapport with others are essential to the success of this program). The "game" is Strategy #19 on pages 174-5 in Simon's Values Clarifications, an excellent source book for warm-up games.

D. Trainers will engage tutors in another values clarifications experience by handing out one 3x5 card per tutor and asking the tutors to respond anonymously in writing to the following questions:

   1. "Why are you interested in this program?"
   2. "Is there anything in particular that you would like to see covered during this training period?"

Trainers will collect the cards, shuffle them, and pass them out to the group. Trainers will instruct tutors to read the cards, note in pencil any additional comments (Ex.: "Me, too," "I like this idea," etc.) and pass them on. After a short time, trainers will collect the cards again. (This exercise is intended to help members of the group develop a feeling for the group. Hopefully the tutors will be able to identify with each other's ideas and concerns about the program.

E. Entire group will watch the half-hour videotape, "Reaching Out", which explains the Fredonia program and illustrates what makes it successful. A discussion period to cover questions about the tape will follow.

F. Trainers will hand each tutor a card with his/her name and a symbol on it. The symbol will designate to which support group the person is assigned. The composition of support groups will have been previously determined by program personnel who considered individual backgrounds in reading or related areas. If any questions or grievances arise, the trainers can explain the rationale for support grouping. (Again, this is an approach which stresses the more specific needs of the tutors.) Support groups should contain 5-8 tutors and one trainer to lead each group discussion.

G. Support group discussions of the question, "What do you know about migrants?"

1. Trainers will pass out quotations from Uprooted Children by Cole that are particularly descriptive of the individual and group problems migrants face. Trainers will lead discussion of these and also relate to the group his/her personal encounters with migrants within the framework of the program.

2. Trainers will hand out Tutor-Tutee Relationship ditto and incorporate it into the discussion of migrant culture.

H. Within support groups, trainers will present a general overview of Spache and criterion materials.

1. Trainers will hand out the three necessary Spache booklets: Spache manual, examiner's manual, and child's booklet.

2. Trainers will hand out the four necessary Criterion booklets (Level 2) teacher's manual: teacher's diagnostic outcome booklet, pupil's diagnostic outcome booklet, teacher's process skills/learning evaluation booklet, and pupil's process skills/learning evaluation booklet.

3. Trainers will outline assessments and specifically call attention to: word lists, reading passages, comprehension questions, Spache Checklist pages 27-30, skills, diagnostic outcomes, process skills, and learning evaluations.

4. Trainers will hand out ditto on error symbolization from Spache, and briefly note and explain terminology.

I. ASSIGNMENTS

1. Trainers will assign to entire group for tomorrow's session:

   a. Each tutor will read that part of the Spache manual describing actual assessment procedure.

   b. Each tutor will attempt to memorize the error symbolization ditto.

2. Trainers will call attention to available outside readings and sign-out sheet. Uprooted Children, Duties and Responsibilities of a Tutor (ditto), Wednesday's Children, a definition of discipline (ditto), Teaching Culturally Disadvantaged in the Elementary School, need for the program (ditto), O'Connell's "Migrants in New York State," and Harris' How to Increase Reading Ability, fifth edition.

II. DAY 2: PRACTICE WITH SPACHE

A. Trainers will present a short media illustration of migrant life in America. The bulk of the presentation should center on migrant life in the region where the tutors are being trained. We believe that a "consciousness raising" procedure of this nature will motivate the tutors toward working with migrant children. Allow time afterward for response to the presentation.

B. Trainers will hand out decoding booklets with a key to be decoded by tutors on an individual basis.

   1. Trainers will first emphasize the empathetic nature of this exercise by comparing it to actual experiences facing the beginning reader.

   2. Trainers will decode the booklets with the tutors, asking the tutors how they felt during this exercise, and again emphasizing the emotions of the beginning reader.

C. Trainers will hand out and review a ditto of key vocabulary terms from Spache, emphasizing the following terms: independent level, instructional level, frustration level, basic sight vocabulary - cite Dolch word list, ego-involved, and reasons for reading failure.

D. Trainer improvisation of Spache assessment procedure.

1. One trainer will assume the role of tutee.

2. One trainer will assume the role of tutor and will mark assessments using overhead projector.

3. Tutors will follow procedure in their own booklets.

4. Reasons for improvisation:

a. Allowing the tutors to first watch the procedure without being put on the spot themselves should create less confusion and anxiety.

b. Since the tutors will not be subjectively involved, they should be able to watch this highly visual and dramatic presentation with clear interest.

c. The improvisation will set up a representation of actual field experience.

E. Trainers will hand out discussion ditto on Spache materials and review questions and answers within support groups.

F. Error symbolization exercises.

1. Trainer will briefly review ditto of terminology and symbols used in Spache assessment with entire group of new tutors.

2. Trainer will hand out practice passage ditto to each tutor.

3. Trainers will read passage slowly and make specific reading errors which the tutors should note - using correct symbols - on their passage dittoes.

4. Trainer will hand out corrected passage ditto to each tutor and instruct the tutors to check their own notation. Trainers will also answer any questions that arise and will stress the importance of swift, accurate notation of errors.

G. Pick a partner and test with Spache.

1. Trainers will instruct tutors to pair off and take turns assessing each other with the Spache scales.

2. Tutors will administer word recognition lists, determine appropriate reading passages, and test for highest instructional and independent levels.

4. Tutors will report back to a trainer to describe their assessment procedures. This may be done by having them fill out a card and note word list score, reading passage levels, etc. Trainers will provide constructive feedback and show each tutor how the completed Spache assessment leads into appropriate criterion levels.

H. For the next session, trainers will instruct tutors to read pages 1-25 in the Criterion Teacher's Guide. (Any tutor requiring extra help in Spache assessment may elect to stay for extra help at this time).

III. Day 3: PRACTICE WITH CRITERION

A. Trainers, within support groups, will call attention to the "Checklist of Reading Difficulties" and summary record blank on pages 31-34 in the Spache examiner's record booklet.

1. Trainers will briefly review the parts of the checklist.

2. Trainers will define any reading terms not recognized by the tutors.

3. Trainers will emphasize the purpose and importance of the checklist. This is to be completed by the tutors when they assess each tutee.

B. Break into support groups.

1. Trainers will pass out Criterion Study Guide ditto to each tutor.

2. Trainers will lead discussion of questions.

a. At question #7 of part 1, trainers will hand out and explain the criterion pupil profile booklets.

b. At question #6 of part 2, trainers will hand out and explain the criterion group record booklets.

3. Each tutor is responsible for completing the study guide within his/her support groups.

C. Within support groups, trainers will hand out and review ditto explaining the assignment of criterion levels in conjunction with Spache assessments.

D. In large group, tutors will review "Putting the System to Work" using an overhead projector.

1. Trainers will give each tutor a sheet of paper and instruct tutors to write down sequence of steps as each step is reached.

2. Tutors will orally volunteer steps of criterion procedure as trainer uncovers diagram to reveal answers. Trainers will write over diagram to simplify the system where necessary.

   Just before break, trainers will ask tutors to pick up rest of criterion booklets - neatly piled at one end of the room - as they return from break.

E. Trainer improvisation of criterion assessment.

1. Trainers will assume the roles of tutor and tutee.

2. Trainer-tutor will specify Criterion Level for tutee based on prior Spache assessment.

3. Using overhead projector, trainer-tutor will score results of diagnostic outcomes in Pupil Profile booklet as he/she administers them to the tutee. Rest of tutors should follow the procedure in their booklets

4. When tutee fails 2 or 3 outcomes in a row, tutor will introduce Process Skills to the tutee (and simultaneously to the rest of the group). These should also be scored on the overhead in the pupil profile booklet.

5. Tutor will then introduce correlation materials to help teach to that specific skill pinpointed by process skill assessment.

6. Assuming a day or two has passed when the tutor taught directly to the skill, the tutor will administer the Learning Evaluation as the rest of the tutors follow in their books.

7. Trainers will answer any questions about the procedure. Tutors should have a good working knowledge of the entire process.

F. Tutors will pair off and practice criterion assessment.

1. Tutors will specify Spache reading level - through actual practice if they feel it necessary - and assign appropriate criterion level.

2. Tutors will thoroughly practice criterion assessments - D.O., P.S., Learning Evaluations.

3. Tutors will report back to support groups when finished and describe procedures to rest of group.

4. Trainers will observe assessments and help out where needed.

5. Trainers will emphasize that tutors will be testing young subjects in reading lab tomorrow morning.

G. Trainers will hand out Criterion Vocabulary ditto to tutors and note especially important terms for the tutors to become familiar with.

H. Extra review time will be available for anyone wishing extra help. Other tutors are free to leave.

IV. DAY 4: TESTING, AND CORRELATION MATERIALS.

A. Short review session for tutors to reinforce knowledge of Spache and Criterion assessment procedures.

1. Trainers will make sure each tutor has all necessary materials for assessment.

2. Tutors will practice assessment procedures with partners.

3. Trainers will provide encouragement to tutors and answer any remaining questions about assessment procedures.

B. Subjects will arrive for testing. Each tutor will be assigned one subject to assess with Spache and criterion procedures. Testing will be in private areas free of distractions - if possible.

C. Tutors will administer Spache and criterion to subjects.

1. Each tutor will note on an index card the following:

a. Number of words correct on specific Spache Word Recognition list.

b. Number of Spache Reading Passage which determines the child's highest instructional reading level - and the number of that level.

c. Number of Spache Reading Passage which determines the child's highest independent reading level - and the number of that level.

d. Number of criterion level assigned to subject.

e. Criterion assessment scores - two or three diagnostic outcomes and process skills where possible.

2. Tutors will report to trainer whose name appears at the top of their index cards and will describe exactly what occurred with the assessments. Trainers will check the information on the cards, correct any errors, and provide positive feedback.

D. Correlation of Reading Materials.

1. One trainer will display and demonstrate materials in the reading library.

2. Other trainer will display and demonstrate materials in reading lab.

3. One trainer will display and demonstrate a table of Sight Vocabulary materials.

4. Other trainer will display and demonstrate a table of materials available in the Migrant Office.

5. Tutors will break into support groups. One group will report to library for correlation with one trainer while the other group remains in the lab for correlation with the other trainer. In each area tutors will note on prepared ditto all sources and materials demonstrated. In each area trainers will:

   a. Describe how material or source works.

   b. Explain age group involved.

   c. Note alternate ways of adapting and using materials.

6. Support groups will switch places - Lab group to library and vice versa - and complete correlation orientation.

V. DAY 5: ALL DAY WORKSHOP AT GENESEO

A. Entire training group plus experienced tutors will travel to SUC at Geneseo for a workshop run by Mrs. Barbara McCaffery.

1. Ms. McCaffery will demonstrate how to individualize materials and will involve everyone in making materials for use in tutoring.

VI. DAY 6: LESSON PLANS AND BEHAVIORAL OBJECTIVES

A. Trainers will hand out and briefly discuss ditto on "Important Do's and Don'ts."

1. Trainers will emphasize importance of relevance in classroom techniques.

B. Trainers will hand out and talk about Motivation Techniques from Harris' book.

1. Trainers will define motivation and stress its importance in the learning process.

2. Trainers will elicit examples of motivation techniques that have worked well from tutors who have had experience in the classroom.

C. Trainers will hand out Reading Games by Mary Dorsey and Ekwall's Reading Difficulties books.

1. Trainers will briefly describe the content of these books and their usefulness as a source of adaptable ideas.

D. Trainers will define behavioral objectives and explain the rationale for their use in lesson planning.

1. Within support groups, trainers will hand out dittoes of examples of good (clear) and bad (vague) behavioral objectives and tutors will glance over the dittoes and ask questions about anything they feel needs more explanation.

2. Trainers will instruct tutors to write down two examples of behavioral objectives.

3. Tutors will read and critique their examples within support groups.

4. Trainers will hand out lesson plan ditto to all tutors, plus an example of a completed lesson plan. Trainers will emphasize its use for tutors, substitutes, and supervisors. Trainers will stress the need for accurate information in all spaces. Trainers will explain terms: procedures, evaluations, etc.

5. Trainers will assign specific lesson plan needs to each tutor for three children meeting at the same time for two days in a row. Tutors are required to complete plans for two days and to create one original visual (charts, games, etc.) to be incorporated into those plans. Visuals must include directions for use.

6. Trainers will collect plans and visuals - to be returned tomorrow.

## VII. DAY 7: ROLE KIT AND RAP SESSION

A. Trainers will pass back lesson plans and visuals with relevant comments about the quality of planning, originality of games, etc. Tutors may keep their games or donate them to the program for use on a sign-out basis by all tutors.

*******Optional********Individual tutors may wish to share their games, ideas, charts, plans, etc. with the rest of the group. The enthusiastic should be encouraged to demonstrate their games, etc. to the rest of the group.

B. Rap session with tutors responding to specific questions from the program director.

1. How did the migrant children react to being tutored? Any language problems?

2. Did you have any difficulties building up rapport with your students?

3. Were the teachers cooperative?

4. Did you discover any especially good methods of working with different reading problems?

5. How do you feel about your work?

6. Open questions from new tutors.

C. Role kit.

D. Field Coordinator will review salaries, substitution procedures, his/her responsibilities to the tutors and tutor responsibilities to the teachers and children.

Field Coordinator will announce assignments within the school system.

VIII. DAY 8: PUERTO RICAN CULTURE AND THE MIGRANT TRANSFER RECORD SYSTEM.

A. Ms. Josephine Estrada will speak about the Puerto Rican culture and its relevance to tutorial work with migrant children.

B. Ms. Donna Griffith will explain and demonstrate the use of the Migrant Transfer Record System.

C. Tutors will complete evaluation forms for the training session.

D. Tutors will fill out salary forms for the training session.

Appendix B

BINGO GAME OF FINAL BLENDS

Game 1

| | | | | |
|---|---|---|---|---|
| th | ch | ng | d | nk |
| mp | th | lt | t | ch |
| f | st | ☺ | nk | mp |
| th | sh | ng | mp | nd |
| nk | ch | sh | nd | ft |

Game 2

| | | | | |
|---|---|---|---|---|
| nd | ch | f | th | ng |
| mp | sh | mp | ft | lt |
| nk | st | ☺ | nd | ft |
| t | th | nk | mp | st |
| d | ch | st | ch | f |

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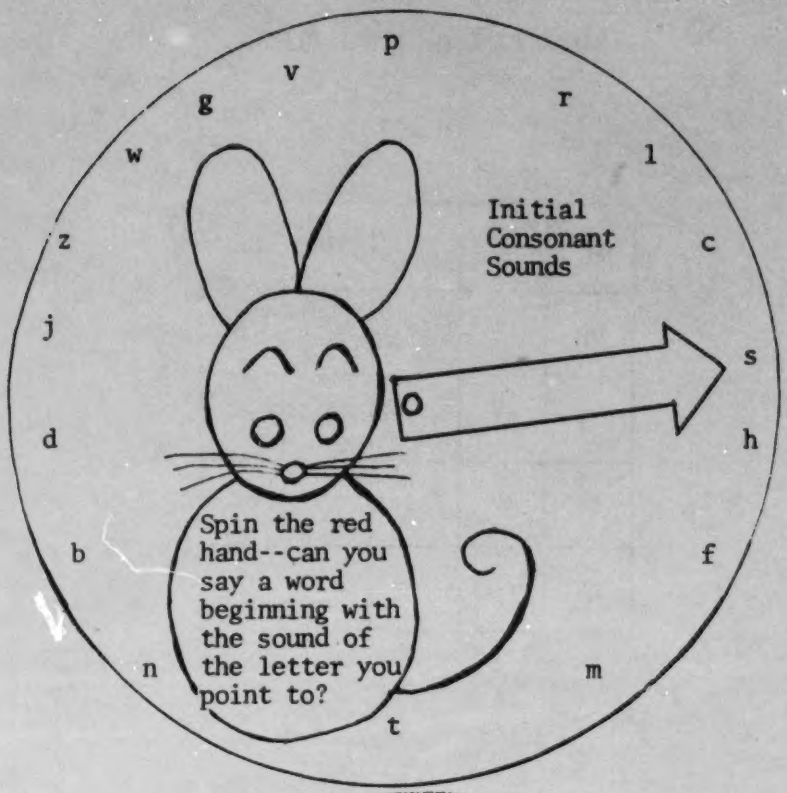
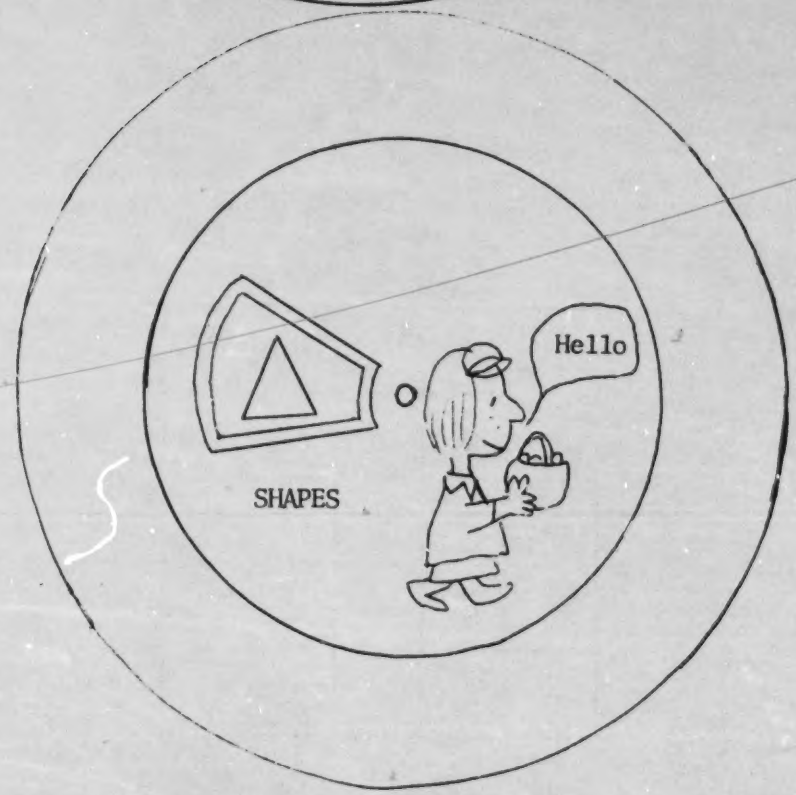
SPIN THE HAND GAME

TO LEARN INITIAL CONSONANT SOUNDS




GAME TO

LEARN SHAPES

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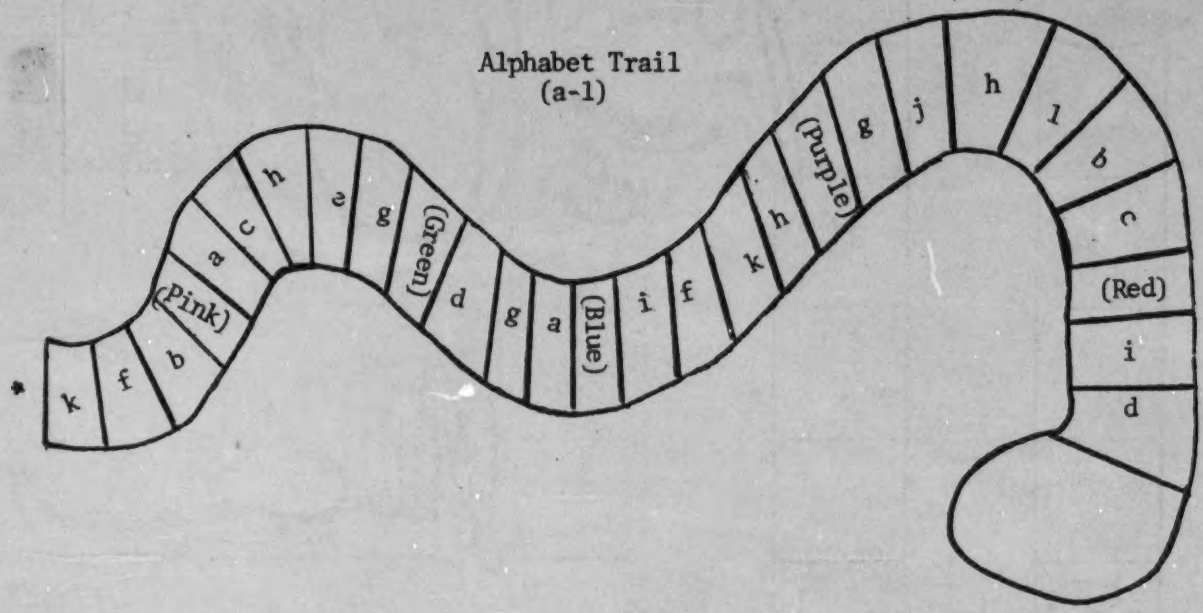
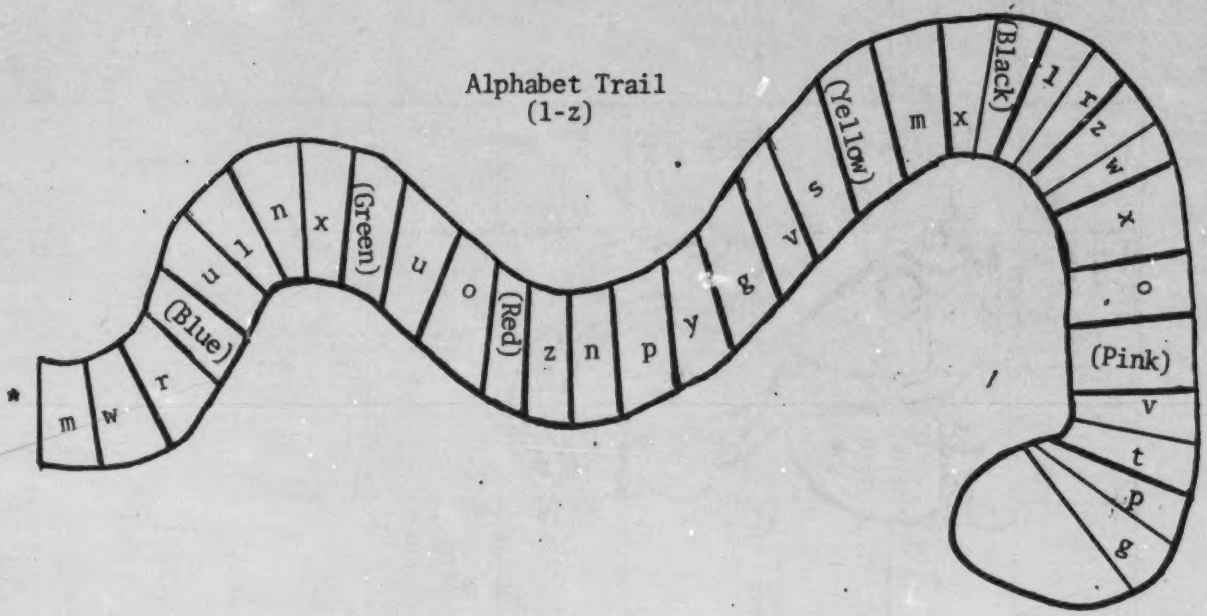
ALPHABET TRAIL
FROM HOFFMAN
TRAIL GAME TO LEARN ALPHABET

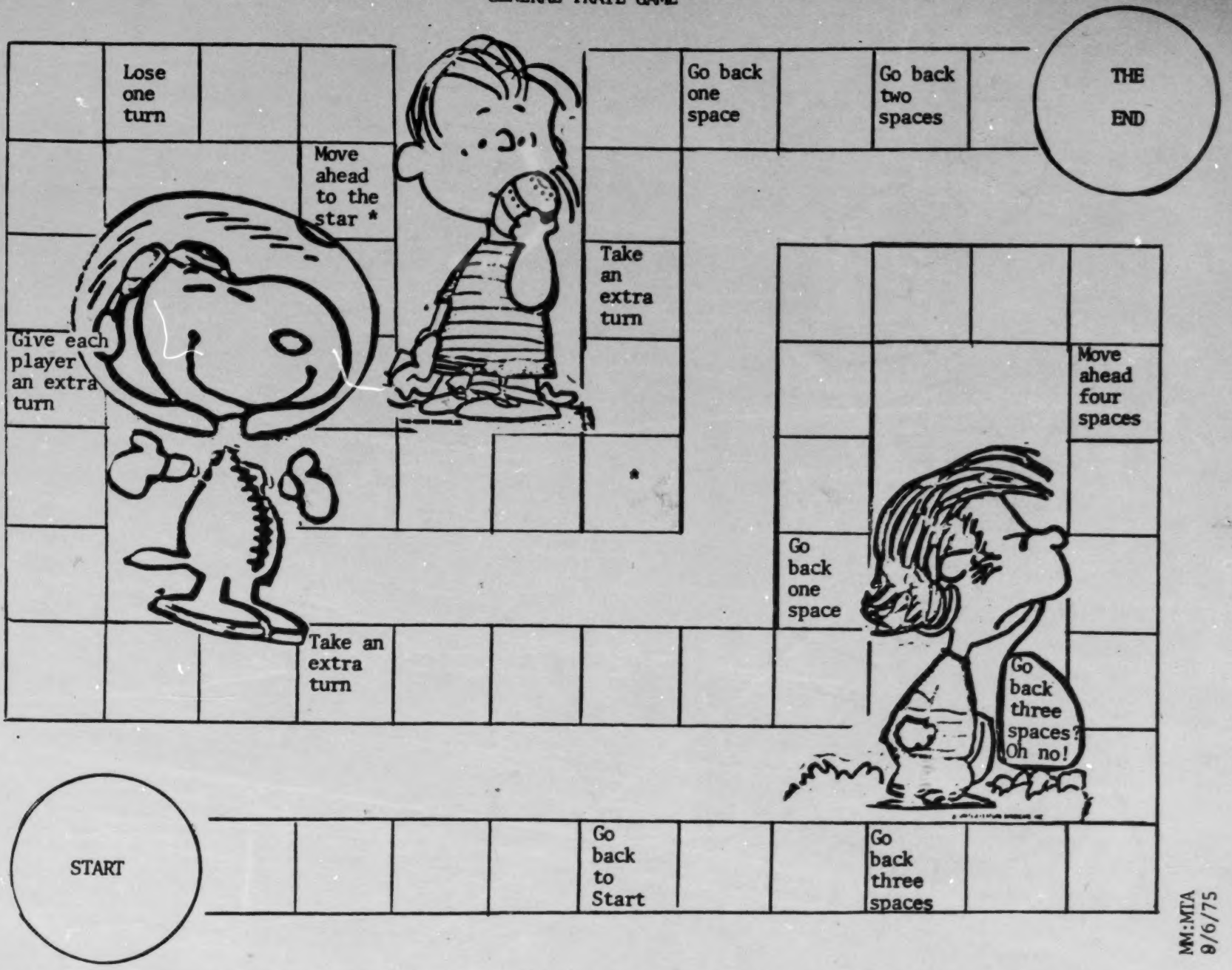
Alphabet Trail
(a-l)




Alphabet Trail
(1-z)



GENERAL TRAIL GAME


Lose one turn
Move ahead to the star *
Go back one space
Go back two spaces
THE END
Take an extra turn
Give each player an extra turn
Move ahead four spaces
Go back one space
Take an extra turn
Go back three spaces? Oh no!
START
Go back to Start
Go back three spaces

MM:MIA
8/6/75

Part B

LEAD Program

by Gerri Orton

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## LEAD Staff

Gerri Orton - Program Coordinator

### Teaching Staff

Eileen Dunlap
Nancy Knapp
David Switala
Priscilla Yoho
Barry Westerlund

### Volunteer Parents and Helpers

Mr. and Mrs. George Abbey
Mrs. Bea Bearce
Mrs. Ella Byers
Mrs. Kitty Cancilla
Mr. and Mrs. Michael Coombes
Mr. and Mrs. George Exley
Mrs. Donna Fisher
Mr. and Mrs. Jerald Held
Mr. and Mrs. Richard Johnston
Mr. and Mrs. Francis Joint
Mr. and Mrs. Richard Kimbel
Mr. and Mrs. Norman Quick
Mrs. Betty Skinner
Ms. Adele Van Valkenberg
Mrs. June Zimmer

### High School Teaching Assistants

Sharon Byers
Susan Byers
Penny Carpenter
Linda Case
Leonard Carruth
Bill DeLoe
Alice Dunlap
Ronald Dunlap
JoAnn Gilbert
Donna Joint
John McClain
Dana Worster

### Guest Presenters and Cooperating Businessmen and Women

Fred Belson
Helen Bentley
Dorothy Brownell
Kitty Cancilla
Delmas Chesley & Sons
Paul Elchynski
Gary Fiscus
David Hawker
Gerhardt Kraus
Lansmith Cherry Company
Marguerita Long
Lorna Ludas
Dorothy Luke
James McIntosh
Andy Meeder
Eddie Osborn
Lane Peterson
Donald Rice
Robert Richmond
Ripley Firemen
Ripley Firemens' Auxiliary
Frank Walzer
Westfield Republican
WJTN Radio Personnel
Vincent Worster

## Introduction

LEAD (an acronym for Learn, Experience, and Develop), is an after-school enrichment program for migrant children enrolled in the Ripley Central School district. This program is the second component of the Fredonia Outreach Program funded by the State Education Department.

The program had as its primary goals the education of the migrant child through the involvement of parents in the education of their children and the integration of the migrant child and his family into the community.

The total family program involved migrant and non-migrant children from pre-kindergarten through high school and their families in experiences and activities designed to expand their knowledge.

Participating children had the benefit of a program designed to make learning practical and fun. Special program activities were conducted that involved pre-school children in social and educational tasks. Children in K-12 were exposed to a wide range of educational experiences and learned to help others as well as themselves. The older children often assumed responsibility for the younger ones. They helped by reading stories, playing games and supervising various activities.

Giving older children an opportunity to teach stimulated them to do more research, learn more vocabulary and develop an appreciation for those who taught them. It encouraged them to listen more intently and improved their sense of responsibility.

The program fostered an atmosphere of acceptance and cooperation that allowed the migrant and non-migrant children and their families to interact in learning and social experiences; sharing knowledge, ideas, and skills.

Parents of the LEAD children were invited to actively participate in the program. They taught their special skills to the children, assisted on field trips, shared the work of fund-raising activities, created costumes, helped with the stage plays and provided continual support for the program.

The teaching staff taught the three R's in an exciting and different way. Science came alive in the woods, and language arts were taught by practicing for plays that were performed for parents, grandparents, teachers, and the community. Measuring was taught by baking, cooking, and sewing as well as woodworking. The children read about what they would see on field trips and wrote about their experiences when they got back.

LEAD offered a wide range of enriching educational experiences to both children and parents and relied heavily on community support and parental involvement.

## Planning

I. Need Assessment.

Prior to the implementation of the LEAD program in mid-April 1974, numerous individual and group sessions were held with parents and children to determine what they wanted to get from the program. Planning and discussion included not only parents but also children, the school administration, area businessmen and women and

LEAD staff members. The results of these many discussions with different groups are summarized as follows:

A. Parents. Parents wanted their children to be involved in more practical types of learning. They wanted them to learn how to cook, sew, repair and build things. It was thought that such activities were also excellent ways to practice reading and math skills.

More field trip experiences were requested. The parents wanted the children to become acquainted with the area businesses and industries. They expressed the desire to have the children learn more about the career opportunities in the surrounding area.

They suggested many possible field trip experiences and volunteered to accompany the children and help in any way they could.

They also expressed their willingness to teach some practical aspects of their work in the home or outside to the children.

B. School Administration. Initial planning prior to the implementation of the LEAD program involved Anna K. Bentley, Elementary Supervisor. Mrs. Bentley gave many helpful suggestions, made school resources available, assisted in gaining support from school administrators, staff and school board members and cooperated fully with the LEAD staff during the implementation of the program.

C. Children. Small group discussions were held with migrant children to determine their interest in attending LEAD after school and on Saturdays. All the children involved in the planning wanted to participate and gave their ideas about the types of activities that could be planned. These included

special interests they felt they could contribute and special skills and interests their parents might share. The children also discussed things they would like to learn more about. Suggestions were given concerning field trip experiences. The children's suggestions were incorporated in the activity planning.

D. Area Businesses. Area businessmen and women were consulted to see if they would allow the children to learn from them as apprentices and to tour their facilities. Local members of the business community responded with enthusiasm. Many offered to let the children shadow them in their businesses, invited them to tour and offered to send guest speakers to present in-depth views of the business.

II. Staff and Volunteers

A. Teachers. Five staff members were selected on the basis of their ability to relate to people, their willingness to try new ideas and their unique talents in the special areas of reading, language arts, science, social studies, and the dramatic arts.

B. Parent Volunteers. It is necessary to involve parents in the total program in order to bring about changes in child attitude, motivation and behavior. Parents that are enthused and involved in a program convey their interest and enthusiasm to their children. Parents were invited to teach their specialized skills to the children. This participation fostered a sense of

pride in the parents and in the children. The program was designed to create the type of atmosphere that would bring about optimal parent and child development. As a result of parents' involvement, children will learn a new practical skill, have a close working relationship with adults including their own parents, have a better understanding of what parents do to contribute to the world of work, and reinforce reading and math skills in practical ways; parents will contribute their skills and ideas to the group, better understand the educational and emotional needs of children, gain confidence in their ability to relate to children and other adults, gain a better understanding of teachers and the school, and gain status and recognition for their talents and develop pride in their contribution to the group.

C. Local Businesses. Local businessmen and women were guest speakers, allowed small groups of children to visit them in the course of their work and invited the group, as a whole, to tour their facilities. This provided children with a wide variety of educational experiences. In addition, the majority of the area businesses donated items to the program and often gave gifts to the children on field trips. Gifts included a stove, refrigerator, hairdryer and other items of furniture for the program to use. As a result of these activities, it was hoped that children would discover community career models, be exposed to cultural and historical enrichment in the community and surrounding areas, and enjoy the recreational activities in the area that encouraged physical fitness.

III. Activities.

A large variety of activities were made available to children by parents, area businessmen and women and staff.

A. Parents brought in favorite cooking and baking recipes and worked with the children. The youngsters read the recipes and carefully measured the ingredients, a good way to learn reading and math and have fun too! A variety of foods from chili to apple pie were prepared by the children under parental supervision. The children learned a variety of cooking and baking techniques by making cookies for field trips, doughnuts and a variety of candies for snacks at the after-school sessions, and desserts such as pies and cakes for the Saturday noon meal.

Sewing played an important role in parent-directed activities. The children learned all the basic stitches plus machine stitching as they made rag dolls, felt ducks for the younger children, costumes for the stage plays, and curtains for the cupboards.

Carpentry class led by several fathers also enabled the children to make their own bird houses, decorations for flower gardens and partitions for their toolers. Other specialized skills taught by parents included quilting, making cake decorations, hooking a rug, and knitting. A variety of arts and crafts were taught and many parents led the children in song fests, often accompanied by musical instruments.

B. Many community members representing various careers were guest speakers. Some of the guest speakers who represented community career models included a newspaper editor, nurse, horticulturalist, driver safety teacher, and a pilot.

The children expanded their knowledge of career choices on field trips. The children visited WJTN radio station and learned of the many careers in radio. These included engineers, disc jockey, newscaster, announcer, copywriter, and receptionist. They also had an opportunity to examine radio equipment such as tape recorders, microphones, recording equipment and a mobile news unit.

From local businesses children also had an opportunity to discover community career models in a variety of ways. Children became acquainted with the occupations of board members, community leaders, area businesses, and elected officials.

Shadowing local businessmen and women in their work was arranged at a beauty shop and an auto garage. Children's knowledge of the working world was further enhanced by trips to a taxidermist's shop, airport, greenhouse, bank, pottery, cheese factory, and a trucking company.

C. Field trips to cultural and historical places. The children had an opportunity to see and learn about much of the history and culture in their immediate area. Parents took turns accompanying

the children on field trips and had the benefit of these experiences also. The children learned science first hand by visiting the Science Museum and Planetarium at SUNY Fredonia. History came alive as they visited the Erie Public Museum, Admiral Perry Memorial House and the Flagship Niagara.

Cultural enrichment included a ballet, operetta, concerts and a live stage presentation.

D. Recreational activities. The children also had an opportunity to participate in a variety of recreational activities to enhance their physical fitness and expose them to various types of leisure time activities. These included roller skating, swimming, winter sports at the College Lodge, and amusement activities such as Scarborough Fair and the Shrine Circus.

Preliminary work was done prior to each activity stated above and was followed by activities that reinforced what children had learned.

E. Learn by teaching. Children were given opportunities to teach other children. It was hoped that this would encourage them to study harder, motivate them to listen more intently to their instructors, help them develop an appreciation for their teachers, and make them feel important. An opportunity to teach others, it was hypothesized, would also enhance the children's feelings of pride and self-esteem and give them confidence in the group. In most cases, the older children were taugh a new skill during the hour before the elementary children were dismissed. In this

way, the junior high and high school youngsters could be taught the activities and then be ready to teach small groups of younger children when they arrived.

The high school youngsters were also included in planning sessions, shopping excursions for supplies, getting materials ready and general preparations. They were an integral part of the program.

The older children created games and activities designed to help the younger children enhance their reading and thinking skills. For instance, they designed treasure hunts and nature trail maps to help the younger children discover facts by reading clues. In other cases, the older children read to the pre-schoolers thereby reinforcing their own reading skills.

The high school assistants taught such information as the history of coffee and helped the smaller children grind the beans, perk the coffee and serve it to parents and staff. After learning to make vibration telephones the children evidenced their mastery of the task by teaching it to the others.

The children learned varied activities such as tie dying, various arts and crafts and square dancing.

Several of the older children had learned specialized skills from community businessmen and women and they came back to teach the others in the group. Many of the young people had knowledge of a particular skill such as engine repair, knitting

or baking a favorite recipe that they shared with the group.

F. Learn by doing. The teaching staff taught the three R's by planning lessons and activities around the needs and interests of the children and the particular specialities of the staff members. Science and reading skills were reinforced when the children followed the nature trail mapped out by their teachers. The children followed a written guide sheet to discover things about plant and animal life. They helped each other read the nature clues and learned about science by experiencing it. Children learned about a variety of subjects and improved their language skills while making many things related to language such as vibration telephones, Indian sticks and semiphores. The children heard many stories, read about things they would be doing and wrote experience stories.

Social studies became a practical adventure through the international meals the children prepared each Saturday. The around-the-world trips that the children took at mealtime included visits to Italy, Mexico, Africa, Ireland, South America, China, and the United States. They prepared food native to sections of these countries.

Many activities were designed to celebrate certain times of the year and to incorporate a wide range of affective and cognitive objectives. The children created their own Easter fashion show to encourage good grooming and highlight the hair styling activity that was scheduled that day. The boys and

girls brought their favorite outfit to model, wrote their own commentary, and modeled for parents, staff and friends. This activity enhanced self-concept by centering attention on the individual child. Staff members participated to add fun and a feeling of togetherness.

Other activities that helped children acquire skills in reading, writing, and arithmetic included projects such as screen painting, knitting, stage presentations, "The Wizard of Oz," and "Peter Pan," building sundial, and burying a time capsule in the school yard.

G. Working together. Although LEAD itself was a cooperative venture between children, staff, parents, school and community, there are a few outstanding examples of total cooperation that are worth noting in this report.

The first was the auction held to raise money for the heaters in the two trailers that housed the LEAD program. The entire town cooperated to make the auction a success. Local businesses donated goods and services, school board members offered to help, civic organizations offered to pick up donated items and the Firemen's Auxiliary baked a variety of delicacies to be auctioned off. The teachers at Ripley Central contributed and urged their classes to participate. A local auctioneer donated his time and the school administration and board donated many items to the auction. The LEAD children prepared the advertising, cleaned and repaired items to be auctioned, prepared

and sold food and collected the money. Dozens of parents assisted the staff and children with the work. Three hundred people from Ripley and the surrounding area attended and just over $529 was raised. The furnaces were repaired and the children learned a lot about math, hard work and public relations.

Another fund-raising activity was a two-day book sale held in the Spring. LEAD children earned $140 selling old books and supplies to the public. They transported materials to the cars of buyers, sold goods, and kept a record of all sales.

In recognition of their resourcefulness, Supervising Principal, Eugene Edwards, donated money for each child to open a savings account on their field trip to the bank.

The children maintained positive contact with the community by singing Christmas carols to the elderly, and having parties and special celebrations for their families and friends. The children prepared the food for the parents' parties and created their own games. They also made gifts for their parents which were given at the parties or on special occasions.

The plays that the children produced with the cooperation of everyone, drew capacity crowds of parents, relatives, teachers, administrators, board members, and many friends in the community. After each play a party was held for the children and their families and guests. It was a good way to end a total family program.

## Evaluation

In all, there were 60 migrant and non-migrant children in the LEAD component of the program. Table 1 shows the numbers of migrant and non-migrant children by grade levels.

Table 1

Migrant and Non-Migrant Children by Grade Levels

| | Migrant | Non-Migrant |
|---|---|---|
| Grades 1-3 | 18 | 6 |
| Grades 4-12 | 23 | 13 |

Pre- and posttest data were collected on 43 students for reading, 49 students for self assessment, 48 students for school sentiment index, and 43 students for self-concept. Data on reading scores was included in Part A for analysis and will not be analyzed here. Data on children's perceptions, parents' perceptions, and on self-assessment, school sentiment, and self-concept are examined in the following pages.

I. Perceptions Assessment

A. Children's Perceptions. In order to determine children's reactions to the program and the social/intellectual group interaction, a 10-item questionnaire was developed. Children were asked to answer each item by marking X under one of the three columns: Yes, No, or Undecided. Children's responses to the 10-item questionnaire are given below:

| | Yes | No | Un. |
|---|---|---|---|
| 1. Did you enjoy working with older and younger children in the program? | 45 | 1 | 1 |
| 2. Did you make a new friend during the program? | 47 | 0 | 0 |
| 3. Did you enjoy working with grown-ups in the program? | 47 | 0 | 0 |
| 4. Did you like eating together as a family on Saturdays? | 46 | 1 | 0 |
| 5. Do you feel you learned something in the program that you could teach to someone else? | 47 | 0 | 0 |
| 6. Would you continue coming if you could? | 47 | 0 | 0 |

7. What did you like most about the program?

8. What did you dislike about the program?

9. How many times have you been absent?

10. How would you change the program if you could?

This questionnaire was completed by 47 children. From the responses to Item #7, it was noted that children liked field trips, making things, drama presentations, making Saturday dinner, rehearsing a play, and going to the circus. In response to Item #8, children felt that there wasn't enough room in the trailer. One child didn't like coming on Saturdays. Regarding suggestions for changing the program, children felt that they liked the program and wouldn't want to change it. However, they felt that half of the children should come on Tuesday and the other half on Saturday. This way, there wouldn't be crowding in the trailer.

B. Parents' Perceptions. Parents of the children involved in the LEAD component were asked to give their reactions to the program. Twenty parents responded to the 6-item questionnaire. Their responses to each item are given below:

1. What effect would you say the program has had on your child educationally and socially?

   Children learned a lot, it taught them to get along with others; they learned things they probably wouldn't have learned otherwise in the classroom; they had a chance to make and participate in activities; they developed practical life skills such as cooking, writing, mechanics; and exposure to a different income level of society on an equal basis.

2. Have you noticed any changes in your child's attitudes?

   Parents felt that their children were a little more confident, happier, eager to try something new, a better help at home, interested in things the child is learning, matured so much in their attitude toward getting along with each other, and more patient with other children.

3. Did your child's experience in the program have an effect on your relationship with your child?

   Parents felt that they had more in common to talk about. Children would help out about the house, ask more questions, enjoy doing things together, and can understand why we become impatient with them.

4. Did you feel there were advantages to this after school program that would not have been available to you otherwise?

   Working together, seeing new things, learning about new places, and going on field trips were mentioned by parents as some of the advantages of this after school program.

5. Did you feel that there were any disadvantages to the after school program?

   Parents were very enthusiastic about the program. However, a few parents felt that activities on Saturday conflicted with child's duties at home. These parents suggested that it would be better if the program was offered after school on weekdays only.

6. Would you recommend that we continue this program next year?

   All the 20 parents who responded strongly recommended the continuation of the program. Their comments are summarized below:

   > It would be better to try it just one day a week plus Saturdays. Some of us have Scouts, etc. to attend also. I feel more parents should be involved and maybe children from large or poor families.
   >
   > I sure do. I was so happy that the children could belong. Plus learning all sorts of new crafts, seeing new places, and learning to cook, they have new values on things such as now they will remark, "Boy, it takes a lot of work to put out the newspaper." Or, "Can we help with supper?" because they know now how long it takes to get things done from scratch.
   >
   > I think it was very good for the children.
   >
   > It gives the kids something to do, but have it a little later in the summer. It was good for the kids.
   >
   > Paula and Jeff have enjoyed this year but it does conflict with our activities as a family. It limits our time due to Richard working nights to just Sunday.
   >
   > It was very educational.
   >
   > I think all children should get the chance to learn as much as this group did.
   >
   > I think it is a wonderful idea in which many of the kids learn things they would never have learned in regular classroom activities.

I am all for the group programs insofar as there is contact with kids of different ages. We learn from other people and children should inter-mix now and then.

Well I know my children are looking forward in having it next year. They love this type of activity.

I think it gives the kids something that is good for them to do and they like it.

It may help some of the children but we take Bill so many places and he knows so much about all the equipment at home that is used, I really don't see much advantage in his attending.

Because I think it is wonderful for the children and it helps them a lot.

Yes we think that it makes the children understand other kinds of activities.

To some child, this may be their only out, both socially and educationally.

Yes it gives them a chance to visit places and learn more.

We believe it is good for the children and for the community. It gives both the children and the town, pride.

From the above reactions and comments of children and their parents, it is evident that the children were favorable to the program and that the parents expressed trust, understanding, and full support for the program. They strongly felt that the program be continued next year.

II. Product.[1]

To determine the effect of the program on affective variables such as motivation, self concept, and attitude toward school, pre- and posttest data was collected on the above three variables.

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[1]We are indebted to Dr. John E. Bicknell for his assistance in analyzing data.

A. Self Assessment of General Level of Motivation. A 20-item checklist to assess the general motivational level of a child has been developed by the Wisconsin Research and Development Center for Cognitive Learning (Klausmeier, et al., 1972). Children were asked to assess their behavior on each item of the checklist (Appendix A). Pre- and posttest scores of 49 out of 60 children are given in Table 2 below:

Table 2

Pre- and Post Scores on Motivation

| | Pre | Post | | Pre | Post |
|---|---|---|---|---|---|
| 1. | 16 | 15 | 26. | 18 | 14 |
| 2. | 14 | 17 | 27. | 14 | 15 |
| 3. | 5 | 12 | 28. | 14 | 10 |
| 4. | 15 | 18 | 29. | 9 | 14 |
| 5. | 11 | 18 | 30. | 11 | 12 |
| 6. | 12 | 17 | 31. | 5 | 5 |
| 7. | 13 | 9 | 32. | 12 | 14 |
| 8. | 12 | 14 | 33. | 6 | 13 |
| 9. | 10 | 11 | 34. | 11 | 10 |
| 10. | 13 | 10 | 35. | 12 | 13 |
| 11. | 11 | 16 | 36. | 10 | 20 |
| 12. | 8 | 8 | 37. | 7 | 2 |
| 13. | 10 | 8 | 38. | 15 | 13 |
| 14. | 15 | 18 | 39. | 3 | 12 |
| 15. | 13 | 9 | 40. | 9 | 7 |
| 16. | 9 | 20 | 41. | 9 | 10 |
| 17. | 18 | 19 | 42. | 19 | 16 |
| 18. | 8 | 14 | 43. | 3 | 6 |
| 19. | 14 | 11 | 44. | 3 | 11 |
| 20. | 19 | 18 | 45. | 5 | 14 |
| 21. | 18 | 17 | 46. | 13 | 12 |
| 22. | 13 | 15 | 47. | 13 | 15 |
| 23. | 15 | 15 | 48. | 13 | 17 |
| 24. | 9 | 7 | 49. | 4 | 9 |
| 25. | 13 | 9 | | | |

Data in Table 2 was analyzed using correlated t test to determine whether there was significant difference between pre and post mean scores. Means and standard deviations of 11.26/4.24 for pre-test and 12.83/4.11 for posttest gave the t value of 2.63 which is significant at .02 level.

B. School Sentiment Index. The children were also administered the School Sentiment Index (IOX, 1972) to determine their attitude toward school. Pre- and posttest data were obtained from 48 children and transformed into T-scores (Mean 500, SD 100). Pre- and posttest T-score means and standard deviations are given in Table 3 below.

Table 3

Means and Standard Deviations

| | Pre | Post |
|---|---|---|
| Mean | 479.77 | 513.52 |
| Standard Deviation | 93.92 | 99.04 |

Value of t for correlated sample was found to be 2.60 which is significant beyond .02 level. This indicates that the mean of posttest scores was higher than mean of pre-test scores.

C. Self Concept. Self concept is a learned behavior. An individual's concept of self is, in part, learned on the basis of feedback he receives from significant others in his life - parents, peers, and teachers. Teachers are an especially significant source of feedback information that becomes the basis of a young person's development of concept of self. A self concept measure developed by Dr. John Fisher of Edinboro State College, Pennsylvania, was administered to the children before and immediately after the program was completed. Pre- and posttest data on 43 children was obtained and is shown in Table 4.

Table 4

Pre- and Posttest Scores on Self Concept

| | Pre | Post | | Pre | Post |
|---|---|---|---|---|---|
| 1. | 132 | 133 | 23. | 125 | 127 |
| 2. | 116 | 121 | 24. | 122 | 133 |
| 3. | 110 | 129 | 25. | 121 | 129 |
| 4. | 119 | 128 | 26. | 102 | 117 |
| 5. | 129 | 135 | 27. | 89 | 100 |
| 6. | 125 | 143 | 28. | 138 | 145 |
| 7. | 134 | 130 | 29. | 112 | 119 |
| 8. | 119 | 122 | 30. | 122 | 127 |
| 9. | 114 | 118 | 31. | 103 | 121 |
| 10. | 127 | 119 | 32. | 115 | 102 |
| 11. | 113 | 120 | 33. | 139 | 139 |
| 12. | 131 | 143 | 34. | 113 | 138 |
| 13. | 113 | 130 | 35. | 140 | 149 |
| 14. | 132 | 138 | 36. | 130 | 133 |
| 15. | 136 | 141 | 37. | 103 | 116 |
| 16. | 114 | 121 | 38. | 145 | 145 |
| 17. | 113 | 114 | 39. | 95 | 106 |
| 18. | 131 | 127 | 40. | 80 | 118 |
| 19. | 121 | 116 | 41. | 120 | 121 |
| 20. | 106 | 100 | 42. | 93 | 102 |
| 21. | 135 | 135 | 43. | 129 | 129 |
| 22. | 111 | 133 | | | |

Data were analyzed using t test for correlated sample. Means and standard deviations for pre- and posttest scores are given in Table 5.

Table 5

Means and Standard Deviations

| | Pre | Post |
|---|---|---|
| Mean | 118.93 | 125.86 |
| Standard Deviation | 14.29 | 12.57 |

Value of t for correlated sample was found to be 4.80 which is significant beyond .01 level. This indicates that the program

made an appreciable impact upon students' self concept.

## Discussion

The results obta ned from informal nontest-based evidence indicate that both children and parents strongly favored the program. Children expressed their desire to be involved in the program next year. Parents' comments clearly reflected their positive attitude, trust, understanding and full support of the program.

Analyzing the data on three variables, it was found that the children evidenced significant growth on measures of motivation, attitude toward school, and self concept. These results further supported the positive reactions of parents and children about the program. It may, however, be mentioned here that the results, due to lack of controls, may well have been contaminated by other unmeasured variables.

MM:MTA
8/11/75

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IOX. The school sentiment index. Los Angeles, California: The Instructional Objectives Exchange, 1972.

Klausmeier, Herbert J. et al. Individually guided motivation: Guidelines for implementation. Madison, Wisconsin: Wisconsin Research and Development Center for Cognitive Learning, 1972.

Appendix A

Self-Assessment Checklist of
Positive Terminal Behavior

Name _____ Sex _____

Date _____ Age _____

| | Yes | No |
|---|---|---|
| 1. I listen to the teacher. | ____ | ____ |
| 2. I begin school work promptly. | ____ | ____ |
| 3. I correct mistakes. | ____ | ____ |
| 4. I work until the job is finished. | ____ | ____ |
| 5. I work when the teacher has left the room. | ____ | ____ |
| 6. If I make mistakes, I still continue to work. | ____ | ____ |
| 7. I arrive at class on time. | ____ | ____ |
| 8. I work on learning activities in free time. | ____ | ____ |
| 9. I do extra school work. | ____ | ____ |
| 10. I participate in class projects. | ____ | ____ |
| 11. I read during free time. | ____ | ____ |
| 12. I ask questions about school work. | ____ | ____ |
| 13. I have pencil and paper ready when they are needed. | ____ | ____ |
| 14. I move quietly to and from my classes. | ____ | ____ |
| 15. I listen to the ideas of others. | ____ | ____ |
| 16. I help my classmates with their problems. | ____ | ____ |
| 17. I pick up when the work is finished. | ____ | ____ |
| 18. I take good care of my clothing, books and other things. | ____ | ____ |
| 19. I take good care of the school's books, desks, and other things. | ____ | ____ |
| 20. I do what the teacher asks me. | ____ | ____ |